

Facing a New Future:
Teaching and Learning in the Landscape of Perkins IV
2009 Annual Vermont Career and Technical Education Conference
Killington Grand Summit Resort and Conference Center
Thursday, August 13th & Friday, August 14th
College of St. Joseph Course Outline

Please join us for 2 days of professional development and earn 1 college credit from the College of St. Joseph. Enrollment for this course can be made online at www.csj.edu. There is a fee of \$150 to be paid directly to the College of St. Joseph.

Day One: Thursday, August 13th

9:00am-9:30am ***Welcome, Opening Remarks, Opening Activity on Professional Learning Activities (required)***

9:40am-4:00pm ***Full Day Session***-Each session will last the entire day. Please choose only one.

Options for Full Day Sessions

How to Prepare Students in CTE Centers to Learn Independently from What they Read
David Liben

The presentation will be made up of a combination of introduction of concepts, discussion, small group work and questions. Participants will leave the session with an understanding of why some students struggle with reading and what can be done about it, as well as specific techniques they can immediately employ in their teaching. This understanding will also provide a platform for any future professional development for those CTE centers that are interested. This workshop will serve as a background and introduction to this work as well as addressing the question of why some students struggle with reading.

Making Math Work: An Introduction to the National Research Center for Career and Technical Education (NRCCTE) Math-in-CTE Model

Mary Fudge

NRCCTE

This interactive session will provide attendees with an overview of the NRCCTE Math-in-CTE model of curriculum integration. Participants will learn about the core principles of the model (what makes it work) and will have the opportunity to do some preliminary curriculum mapping in their CTE content area. They will also learn about the seven elements used to develop a math-enhanced CTE lesson and will have the opportunity to outline a lesson of their own.

Using Your Noodle: Brain Compatible Teaching & Learning Strategies

Our understanding of the brain gives positive hope for all students, substantiates constructivist learning, and gives support to many tried and proven practices. The brain functions best in the absence of threat, with adequate time, immediate feedback, dynamic interaction, with global contexts as well as delineation of parts, and in a state of relaxed alertness. This highly interactive, practical program will guide your inquiry through important areas where the findings in biology are having major implications in learning, having you consider:

- Brain compatibility
- Individualizing instruction for all students
- Teaching for understanding
- Memory building strategies
- Inquiry and essential questions
- Using questioning and graphic organizers
- Teaching for creativity
- Using integrated curriculum

Academics in CTE, Are You Kidding?

Todd Luke

MAX Teaching

THIS IS NOT POWERPOINT KARAOKE. The workshop will share a framework of instruction and classroom activities that help students become strategic users of reading and writing for the purpose of learning. The activities motivate students to actively interpret text through purposeful reading, cooperative construction of meaning, and thoughtful reflection for lasting understanding of subject matter. Classroom activities are easy for teachers to learn and employ in their classrooms. Attendees will leave this session with tools they can immediately implement upon return to their classroom that will engage their students in ALL academic and CTE subjects.

Making the Most of our Lessons: An Introduction to Teaching with Reading and Writing

Debby Stewart & Meredith Liben

Community College of Vermont

This workshop is a preview session of two 1-credit hybrid professional development courses on using reading and writing in the secondary or college classroom to engage learners and promote critical and creative thinking. Participants will have the opportunity to enroll in these two courses, which are offered free of charge to all technical center instructors in the fall and spring. Participants will be able to:

- Develop more confidence in designing learning activities and assignments that effectively integrate reading, writing and critical thinking in their content classroom.
- Discuss the importance of using reading and writing in classrooms across the curriculum, particularly as it relates to thinking and learning.
- Integrate effective reading and writing strategies in their own content classroom.

Ensuring Your Students Have the Math They Need

Laura Reed

Windham Regional Career Center

How can we reduce the number of CTE students that are required to take developmental math classes in college? How can we ensure our students have the math they need for Technical Schools, the ASVAB, and Dual Enrollment? This workshop will examine a variety of successful strategies that have significantly increased the number of students placing into college level mathematics classes. Attendees will:

- be able to identify the math content on the most commonly used post secondary placement tests, and identify where it is embedded in their CTE programs.
- examine several strategies for ensuring a diverse range of students reach a level of mastery of this material.
- identify the strategies they want to employ and leave with the materials and tools necessary for implementation.

A Toolbox of Reading Strategies CTE Students Like to Use!

Susan Ziemba

Center for Resource Management

Are your students struggling to understand complex text and technical vocabulary? Are they graduating ready for 21st century workplace demands to read technical manuals, research information online, and troubleshoot with a critical eye? You don't need to be a good reader yourself to learn these practical tools that help students comprehend complex text and vocabulary. This interactive session will engage you in trying out each strategy and reviewing student work. You will take away directions and classroom templates for immediate use.

4:00pm-6:00pm Personal Time for Homework

Day Two: Friday, August 14th

8:10am-10:10am Breakout Career Cluster Network Meetings: Best Practices and Workshop Infusion

Rooms TBD

Career Cluster Network Meetings-

- Health Science
- Arts, A/V Tech., & Communications
- Information Technology
- Architecture & Construction
- Manufacturing and STEM
- Human Services
- Agriculture, Food, & Natural Resources
- Law, Public Safety & Security
- Transportation, Distribution & Logistics
- Hospitality & Tourism
- Business Management & Administration Finance and Marketing, Sales & Service
- Guidance Coordinators
- Special Needs Instructors
- Coop Coordinators
- Adult Education Coordinators
- Integrated Academic CTE Teachers

10:20am-2:40pm *Breakout Sessions* - Each session will be 90 minutes and offered twice during the day. Please choose two.

Breakout Session Options

21st Century Skills: Critical Skills for Critical Times

Laura Thomas

Antioch Center for School Renewal

Want to turn your existing curriculum into engaging, rigorous, hands-on activities that adhere to both content requirements and 21st Century expectations? Looking for a cohesive approach to instruction that aligns your beliefs with your practices? Join Laura Thomas, Director of the Antioch Center for School Renewal, for a peek into a **Critical Skills Classroom**. Participants will learn how to re-envision existing curriculum, create learning activities that target both higher-order skills and content knowledge, connect your subject matter with real-world problems in the field, and build classroom communities in which the students work as hard as the teachers.

The Landscape of Alignment: Academic Integration in Automotive Technology

Joe Seguin & Karen Chitambar

North Country Career Center

What core academic grade expectations do students need to know, understand, and be able to do in order to meet the challenging demands of the industry and post-secondary training? How may we align rubrics and curriculum to best meet this pressing need? Career and Technical Education can be the avenue of relevance for core academics. In the current atmosphere of embedded credit, NCLB, NECAP, and Perkin's requirements, the intentional integration of English, Science, and Mathematics requires a seamless efficiency. Attendees will learn how to use templates to build a Skills Assessment which incorporates assessments in reading, writing, and communication with intentional implementation of the Grade Expectations for their Career Content area.

Improving Writing Skills in Career and Technology High Schools

Dr. Suzanne Doherty

Collins Education Associates

This session will emphasize proven strategies to strengthen student writing skills and improve their understanding of course content. The presenter and co-author of the book, *Improving Student Writing Skills in Career and Technical High Schools Using the Collins Writing Program*, will provide practical, ready to-use writing activities and strategies which can be implemented immediately in all technical and/or academic classes. Participants will discover how to use quick, easy-to-grade, topic appropriate writing assignments that will motivate and challenge your students.

Planning and Implementing Effective Performance-Based Assessment Strategies

Dr. Kabba Colley

Eduinformatics

Participants will demonstrate knowledge and understanding of how to develop and implement performance-based assessments for high school and adult learners at the career, technical and post secondary education levels. Specifically, participant will learn how to develop (1) open ended performance task, (2) structured-performance task, (3) guided interview protocols, (4) observation protocols, (5) portfolios and (6) presentations. Participants will also gain skills in creating, validating and using scoring rubrics.

How to Learn What Your Students Know and Don't Tell You

Ken Remsen

Vermont Department of Education

What comes to mind when you hear the word assessment? How do your students know what is important and what you are monitoring? How do you let your students know your expectations? How do you provide feedback to students and what do they do with that feedback? How do you know what your students don't know? How do you know when to move on in your instruction? Come discuss and learn why formative assessment is an critical component of effective instruction.

Getting Started on Your Good Foot: Beginning the School Year Strong

CTE Teachers

Vermont CTE Centers

Are students swearing too much in your class? Are they doing what they want or remain wonderfully attentive while you are facilitating a lesson? This presentation will provide CTE instructors concrete classroom management tools, methods of effective discipline, and tools for motivation that will reduce the stress of teaching and prevent most classroom headaches. Presenters will include instructors who will share the knowledge that they wish they knew when they started teaching!

*This workshop is only offered once during the conference and is not repeated.

Leveraging Test Results in the Classroom

Dr. Joe Lualhati and Claire Vincent

Global Skills X-change

How can test results help you help your students? How can you make tests work for you? This workshop presents concepts and tools for analyzing test results that will help you: (1) build a bank of items for use in your class, (2) use test results to better provide feedback to students, and (3) leverage test results for program improvement. The workshop's goal is to provide easy-to-use tools you can use to analyze quizzes and tests you use in the classroom, and specific techniques for interpreting and leveraging results of your analysis.

Bringing Quantitative Reasoning Down to Earth and into our Classrooms

Tiffany Keune

Community College of Vermont

Independent thinking—it is the goal of many educators. We hope that through our teaching students learn to think for themselves, to debate ideas, and to have a pool of skills that helps them succeed beyond our classrooms. The ability to think critically, to read with understanding, and to write with fluency are some of these essential skills. Quantitative Reasoning is just as vital in creating an independent thinker who has the background to question what they are given.

Participants will be taken through an interactive presentation that will give a glimpse into the key elements of QR: problem solving, visual representations of data, verbalizing math based problems and logical reflection. We will look at the frequent and oftentimes humorous errors made in the media when statistics are presented, and ways to prevent our students from making these errors. Participants will have the opportunity to enroll in this course free of charge in the spring of 2010.

2:45pm-4:30pm

CTE Center Meetings, Consult with DOE and Presenters, Conference Evaluations and Reflection for Action Papers

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Conference Workshops

Day One: Thursday, August 13th

Full Day Sessions (5 hours)

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Day Two: Friday, August 14th**90 Minute Sessions**

Each participant may register for two.

21st Century Skills: Critical Skills for Critical Times**Laura Thomas****Antioch Center for School Renewal**

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About the Presenters

David Liben

David has 37 years of experience in education. He has taught elementary, middle school and high school students in public and private schools as well as graduate classes at the City University of New York. His experience as a speaker and lecturer includes audiences at the Chicago Public Schools as well as Business for the Public Interest conferences and in recent years, been a panelist for conferences sponsored by the Center for Education Innovation, Association for Supervision and Curriculum Development, and will be presenting at this year's International Reading Association conferences in Phoenix and Minneapolis. He has also worked as a consultant for a number of the Gates Foundation initiatives.

David moved to Vermont in 2003 and has been consulting with a number of schools in Vermont, Baltimore, New York and Washington. He also teaches history and educational psychology at CCV.

Mary Fudge

National Research Center for Career and Technical Education

Mary currently serves as a lead facilitator for the National Research Center for Career and Technical Education Math-in-CTE Technical Assistance program. She was a site leader-researcher for the original study and has since led implementations of the model in states/regions across the country. Mary holds a Bachelor's degree in Mathematics and a Master's degree in Education. She has over 20 years experience working as a math instructor at a career and technical education center.

Todd Luke

MAX Teaching

Todd has been a member of the MAX Teaching staff development for team for 8 years, and currently serves as the Vice President. He has been a national presenter since 2001 and provided staff development in nearly 300 of the 1200 CTE schools in the United States. His experience working directly with students includes 14 years as a Machine Trades instructor and 3 years as a Career and Technical Education (CTE) administrator. His memberships with professional organizations includes serving as a Senior Staff Technician for Aluminum Company of America (ALCOA) and on the steering committee to improve Literacy in CTE for the Pennsylvania Bureau of Career and Technical Education. Todd is also a certified Career Counselor for grades 7-12 and holds a Bachelor of Science in Vocational Education from Indiana University of Pennsylvania.

Debby Stewart & Meredith Liben

Community College of Vermont

Debby Stewart is associate academic dean at the Community College of Vermont. She wrote *Effective Teaching: A Guide for Community College Instructors*, which was published in 2004. She has designed and led numerous trainings for secondary- and post-secondary faculty.

Meredith Liben teaches Technical Communications and is the reading services coordinator at Randolph Technical Career Center. She is an instructor in the teacher mentorship program and at Community College of Vermont. She has co-authored several articles about reading instruction with David Liben.

Laura Reed

Windham Regional Career Center

Laura Reed has been a mathematics educator for 20 years in both public and private secondary education, working in the classroom as well as at an administrative level. In her current work as the Assessment Coordinator and Mathematics Integration Specialist for the Windham Regional Career Center, she became passionately interested in increasing the number of students who graduate prepared to pursue post secondary education. This interest has led to developing a mathematics program which has had success in helping students achieve these goals. She is facilitating this model at a state level in Vermont with the Tech Prep initiative, and has given workshops on this topic for the Vermont Council of Teachers of Mathematics, Bay Area Technical Education Connections, the Massachusetts School Counselors Association, and the College Board.

Susan Ziemba

Center for Resource Management

Susan recently co-presented a similar reading strategies workshop with a CTE literacy mentor she trained to high acclaim at the 2008 national ACTE conference in Charlotte, NC. In the State of Maine, she was contracted by the State Department of Education's CTE division and other partners to be the keynote speaker for the state's annual CTE conference in 2005, to lead the state CTE Mentor training program in 2006-07 and 2007-08, and to facilitate a CTE 21st Century Skills workshop series in 2008-09. As a classroom teacher and reading specialist, Susan also presented workshops at a variety of state and regional conferences, including the Association for Supervisory Training and Development and the New England League of Middle Schools.

Laura Thomas

Antioch University

Laura Thomas, Director of Antioch University's Center for School Renewal, has been working in and with schools across the US since 1993. She currently teaches as part of the Education Department's Core Faculty and is the author of *The Buffy Factor*, *Mission Control (The Fork Debate)*, *In Praise of Reinventing the Wheel*, and *Assessment in the Critical Skills Classroom*. She lives and works in Keene, NH.

Joe Seguin & Karen Chitambar

North Country Career Center

Joe is an Automotive Instructor of 20 years. He has carefully coordinated Automotive Scenario Assessments for the State of Vermont, and has coordinated curricula with a cooperating English teacher for six years.

Karen teaches Language Arts and is a cooperating English teacher for Career Education.

Dr. Suzanne Doherty

Collins Education Associates

Dr. Suzanne Doherty is a Senior Associate for Collins Education Associates. She has presented at Career and Technology Conferences, AASA and ASCD Conferences, in Ohio, Washington, North Dakota, Maine, New Mexico, Rhode Island, Connecticut, and Florida. She has a broad background in staff development and teacher training programs. As a public school educator for over 20 years, Suzanne has had extensive experience in the design of curriculum at all grade levels as well as professional improvement programs at the college level. She has conducted hundreds of presentations, workshops and demonstration lessons for school districts and career and technology high schools throughout the United States. She is co-author of the book, *Improving Writing Skills in Career and Technology High Schools Using the Collins Writing Program*.

Dr. Kabba Colley

Eduinformatics

Kabba E. Colley is founder and President of Eduinformatics, a consulting firm based in Plainfield, VT dedicated to improving STEM education through cutting edge professional development, research and program evaluation. Prior to this position, he was Academic Vice President and Dean of Goddard College, Associate Professor of Science Education and Coordinator of Secondary Education at George Mason University and Assistant Professor and Director of the Secondary Science Education Program at Queens College, The City University of New York. Kabba has also served as a faculty member at the New York Institute of Technology and at Massachusetts Bay Community College. He holds an Ed.D. in Educational Administration, Planning and Social Policy from Harvard University, MPS in Agriculture from Cornell University and a BS in Agriculture from Purdue University. Dr. Colley has held research positions at TERC Inc., The Northeast Regional Educational Laboratory and The National Center for Improving Science Education. His work focuses on project-based science instruction, underrepresented groups in science, after-school science programs, curriculum development, assessment and program evaluation, and international education development.

Ken Remsen

Vermont Department of Education

Ken has worked at the Department of Education for four years. He has been involved in the Formative Assessment Project since 2006 and has conducted trainings in formative assessment around the state for K – 12 educators. Ken's educational experiences include working with learners from age 5 through age 65 as a teacher, principal, coach, adjunct college instructor and camp counselor.

Dr. Joe Lualhati and Claire Vincent

Global Skills X-change

Global Skills Exchange (GSX) designs strategies and processes for the application of skill and work standards in the private, public, and federal sectors by continuing to expand on the comprehensive research originally performed by the former National Skill Standards Board (NSSB). GSX's expertise is in the implementation of standards, assessments, and certifications to define and measure workforce needs and optimize workforce performance.

Dr. Joe Lualhati is the Principal and Director, and Claire Vincent is the Practice Lead and Associate Director. GSX is currently working with the Vermont Department of Education to develop technical skills assessments that meet the requirements of Perkins IV legislation.

Tiffany Keune

Community College of Vermont

Tiffany Keune is the Coordinator of Career Readiness Programs for the Community College of Vermont. She has taught several courses in environmental sciences, mathematics, and literature. She has developed professional development seminars for both traditional educators and non-traditional educators, including a workshop on non-traditional assessment strategies.